

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Concept of Speaking Ability

###### a. Definition of Speaking

According to Brown<sup>1</sup>, speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feelings and manage in term of who is to say what, to whom and about what. In addition, <sup>2</sup> speaking in a second or foreign language will be facilitated when learner are actively engaged in attempting to communication. Flanders says<sup>3</sup>, “the importance of public speaking is demonstrated daily through the words of people in all walks of life: words that help move information from one person to another, words that influence the thinking of others; and words that move people to action. So, speaking is how to communicate with others.

According to Harmer, there are two elements of spoken discourse that we have to consider in order to speak well, namely:

###### a) Language features

Language features consist of connected speech in which sounds are modified (assimilation), omitted (elision), and added (linking), or weakened (through contractions and stress

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<sup>1</sup>H.Doughlas Brown. *Teaching by Principles. An Interactive Approach Pedagogy.*(Cambridge: Cambridge University Press, 1987).p.40

<sup>2</sup>Ibid,p.51

<sup>3</sup>Cathrine Flanders. *The Challenge of Effective Speaking.* (Cambridge: Wadsworth Publishing Company, inc. 1979), p. 13

patterning); expressive devices which contributes to the ability to convey meanings; lexis and grammar in which teacher play an important role to provide a variety of phrases for different functions; and negotiation language which is used to seek clarification and to show the structure of what we are saying.

b) Mental/ social processing

This element consists of first, language processing. It is the process in which language is put into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Second is interacting with others. It means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so. The third is information processing. It is the ability to process the information the participants tell the speaker the moment s/he gets it.<sup>4</sup> So, speaking is language processing that does not convey the meaning but also interact with each other and move information from one person to another person.

**b. Speaking Ability**

Speaking ability is proficiency of the language orally. According to Brown states that there are two kinds of skill that must be mastered on speaking ability<sup>5</sup>:

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<sup>4</sup>Jeremy Harmer. *The Practice of English Teaching*. (Cambridge: Pearson Edition, 2001), pp. 269-271

<sup>5</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Cambridge: Cambridge University Press, 2007),p. 328

### 1) Microskills

- a) Produce chunks of language of different lengths.
- b) Orally produce differences among the English phonem and allophonic variants.
- c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f) Produce fluent speech at different rates of delivery.
- g) Monitor your own oral production and use various strategic devices-pauses, fillers, self-correction, backtracking to enhance the clarity of the message.
- h) Use grammatical words classes (nouns, verb and etc), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- i) Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups and sentences.
- j) Express a particular meaning in different grammatical forms.

### 2) Macro skills

- a) Use cohesive devices in spoken discourse.

- b) Accomplish appropriately communicative functions according to situations, participants, and goals.
- c) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- d) Convey links and connections between events and communication such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Use facial features, kinesics, body language, and other non verbal cues along with verbal language to convey meanings.
- f) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you. So, when delivering message the speaker is not only producing fluent speech but also monitor our own oral producing.

### **c. Teaching Speaking**

Brown said that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning enabling the learners to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy

of education, our teaching style, our approach, method, and classroom technique.<sup>6</sup>

In addition, according to Hughes “The purpose of teaching spoken language is to develop students’ ability in interacting success of the language is that English and involving comprehension as well as production.”<sup>7</sup>

## **2. Concept of Imagery Strategy**

### **a. Definition of Imagery Strategy**

According to Oxford, imagery strategy is a good way to remember what has been heard or read in the new language is to create the mental image of it. The imagery used to remember the expressions does not to be purely mental. Drawings can make mental of images (of objects like house or tree, or descriptive adjectives like wide or tall) more concrete.<sup>8</sup> In addition, imagery is create the image to represent the information.<sup>9</sup>

Moreover, imagery is a highly effective strategy for increasing comprehension. An advantage of imagery is that the learner can use it in a highly individualized manner. Some students will develop

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<sup>6</sup>H. Douglas Brown, *Principles of Language Learning and Teaching* ( Cambridge: Cambridge University Press, 2000), p.7

<sup>7</sup>Arthur Hughes. *Testing for Language Teacher*. ( Cambridge: Cambridge University, 2003), p.113

<sup>8</sup>Rebecca L. Oxford, *Op. Cit.* p.61

<sup>9</sup>Anna Uhl Chamot and friends, *The Learning Strategies Handbook*, New york: Longman, 1999, p. 17

imagery strategies on their own. For many students, however, specific instruction on how to develop images will be needed.<sup>10</sup>

Goodman as cited in Riley et al that the use of visual imagery can be seen as a powerful tool to link students' oral language with that of the written text. "Written language development draws on competence in oral language, since, for most learners, oral language competence reaches a higher level earlier. As student becomes literate, the two systems become interactive, and student uses each to support the other".<sup>11</sup>

Therefore, the writer considers that using imagery strategy can help the students in speaking ability because this strategy introduces them vocabularies relate to what they are going to speak. It makes them more comprehension about the topic that they will explain in speaking.

#### **b. Procedures of Imagery strategy**

- 1) The teacher shows the students a picture of a birthday party and ask the following questions:
  - a. How does this picture make you feel?
  - b. If you were at the party how might you feel?
  - c. Make a picture or movie in your mind about the party?

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<sup>10</sup>Anonim, Imagery Strategies.

[http://www.specialconnections.ku.edu/?q=instruction/cognitive\\_strategies/teacher\\_tools/imagery\\_strategies/](http://www.specialconnections.ku.edu/?q=instruction/cognitive_strategies/teacher_tools/imagery_strategies/) Retrieved on January 31<sup>th</sup>, 2013

<sup>11</sup>Amullan, Explicit teaching of visualisation strategies improves listening comprehension and oral retell of Prep students, [*Electronic Version*], 2008, p. 1. Retrieved on March 23<sup>th</sup>, 2012 <http://www.library-nu.com>

- 2) The teacher asks the students to describe what they see
- 3) The teacher describes his/her mental image
- 4) The teacher compares the different mental images and discuss why they might be different/similar.
- 5) The teacher shows the students the visualization image and explains to the students that is what they have just been doing. The teacher explains to the students that using imagery can help them when they are going to speak. The image that they figure out related to topic that they will speak.<sup>12</sup>

## B. Relevant Research

### 1. The research from Rusdi Darusman

The research title is “The Correlation Between Guided Imagery and Reading Comprehension in Narrative Text of the Second Year Students at State Islamic Senior High School 1 Pekanbaru”. In this research, there is significant correlation between guided imagery and reading comprehension. It is proved from the same category of students’ score from the guided imagery test and reading comprehension test, they have enough category. In other word, guided imagery has strong correlation between reading comprehension in narrative text of the second year students at State Islamic Senior High School 1 Pekanbaru.<sup>13</sup>

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<sup>12</sup>Amullan, *Explicit teaching of mental imagery using the senses improves listening comprehension and oral retell of Grade 1 students*, [Electronic Version], 2008, p. 1. Retrieved on March 23<sup>th</sup>, 2012 <http://www.library-nu.com>

<sup>13</sup>Rusdi Darusman, *The Correlation Between Guided Imagery and Reading Comprehension in Narrative Text of the Second Year Students at State Islamic Senior High School 1 Pekanbaru*, 2012 (unpublished).

2. The research from Gayathri Mani and Deborah J. MacInnis

The research title is “the Effects of Imagery Instructions, Ad Modality and Ad Focus on Persuasion: A Process-Oriented Approach”. This research stated clearly that imagery instructions provided a conceptualization of the process by which imagery instructions might influence various communication goals. While our results provided new insights regarding imagery processes and outcomes, a more comprehensive look at the effects of imagery instructions and imagery processing dimensions is undoubtedly needed.<sup>14</sup>

**C. Assumption and Hypothesis**

1. The Assumption

- a) The students achievement are various.
- b) The using imagery strategy may be influence the students’ speaking ability.

2. The Hypothesis

H<sub>0</sub>.1. There is no significant difference on students’ speaking ability before being taught by using imagery strategy for experimental class and conventional teaching technique for control class of the second year students at SMA N 1 Bangkinang Seberang.

H<sub>a</sub>.1. There is significant difference on students’ speaking ability before being taught by usingin imagery strategy for experimental class

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<sup>14</sup>Gayathri Mani and Deborah J. MacInnis, *the Effects of Imagery Instructions, Ad Modality and Ad Focus on Persuasion: A Process-Oriented Approach*, 2000.



and conventional teaching technique for control class of the second grade at SMA N 1 Bangkinang Seberang.

H<sub>0</sub>.2. There is no significant difference on students' speaking ability after being taught by using imagery strategy for experimental class and conventional teaching technique for control class of the second grade at SMA N 1 Bangkinang Seberang.

H<sub>a</sub>.2. There is significant difference on students' speaking ability after being taught by using imagery strategy for experimental class and conventional teaching technique for control class of the second grade at SMA N 1 Bangkinang Seberang.

H<sub>0</sub>.3. There is no significant effect of using imagery strategy toward students' speaking ability of the second grade at SMA N 1 Bangkinang Seberang.

H<sub>a</sub>.3. There is significant effect of using imagery strategy toward students' speaking ability of the second grade at SMA N 1 Bangkinang Seberang.

#### **D. Operational Concept**

Operational concept is a concept that guides the readers to avoid misunderstanding. It should be interpreted into particular words in order to be easier measured. It gives clear description of the variables. Syafi'i explains that all related theoritical frameworks can be operated in the operational concept.<sup>15</sup>

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<sup>15</sup>M. Syafi'i, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), p. 122

There are X and Y variables in this research. The X variable or independent variable is the use of imagery strategy. In other hand, the Y variable or dependent variable is speaking ability.

1. Indicators of variable X :

a. The use of imagery strategy:

- 1) Teacher asks the students about the topic.
- 2) Teacher shows the picture to students about the topic.
- 3) After the students have looked the picture the teacher asks the students to do drawings/mental image from what they see in their mind.
- 4) Teacher asks the students to describe their mental image.
- 5) Than the teacher describes his/her mental image, compare the different mental images and discuss why they might be different/similar.
- 6) Teacher shows the students the visualisation image and explain to the students what they have just been doing. The teacher explain to the students using imagery can help them when thay are going to hear a text. The image that they figure out related to comprehend what they will speak.

2. Indicators of variable Y students' speaking ability:

- a. The students are able to produce acceptable pronunciation.
- b. The students are able to use correct grammar.
- c. The students are able to use proper words or vocabularies.
- d. The students are able to produce speech with fluency.
- e. The students are able to express the comprehensible ideas.